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FORMATION OF COMMUNICATIVE COMPETENCE IN CHILDREN OF UPPER KINDERGARTEN AGE BY MEANS OF ROLE-PLAY GAMES

The topicality of the problem. One of the first skills any child acquires is communication. Communication is an important condition for the development of a preschool child. When communicating with adults or peers, the child learns about the world around him (natural, objective, social), forms and reveals his own inner world, learns and creates cultural values, and is an active subject of interaction. The leading activity of preschoolers is game. It is with the help of the game that the process of development, training and education is organized.

Preschool educators use various game techniques to form the communicative competence in children of upper kindergarten age, but not every educator is able to manage the process of the development of children's role - play game effectively.

The problem of the formation of communicative competence in preschool children was considered by such scientists as A. Bogush, O. Ushakova, K. Krutiy, N. Gavrish, T. Pirozhenko, N. Bibik, I. Tovkach, I. Zimina, M. Mudryk, O. Ovcharuk, O. Pometun and others.

Role - playgame and its role in the formation of communicative competence in preschoolers attracted attention of such researchers as O. Karpenko, M. Martsenyuk, E. Arkina, P. Rudyk, O. Usov, L. Vygotsky, O. Leontiev and others.

The aim of the article: to justify and experimentally test the organizational and pedagogical conditions for the formation of communicative competence in children of upper kindergarten age by means of role-play games.

In the Basic component of preschool education of Ukraine, communicative competence is defined as the children's ability to communicate with peers and adults in various forms of constructive interaction; the ability to maintain partnerships, declare their intentions and desires, to coordinate their interests with others, to negotiate, if necessary, to defend their position [1].

The child's speech develops best in role-play games. Role-play is the activity in which children take labor or social functions of adults and, in specially created by the game, imaginary conditions, reproduce or model the life of adults and the relationship between them [2].

According to D. Elkonin, the development of a role-play game goes through four stages. In the first and second stages, the main content of the game is actions with objects, in the third and the fourth - the reflection of social relations and, most importantly, the identification of attitudes towards other people, which implies the chosen role [3].

During the study, three levels of the formation of communicative competence were determined:

1) *High*: a child shows interest and initiative in collaborative activities with peers, has knowledge of etiquette language formulas, communicates freely and spontaneously, is able to negotiate, offer and ask for help, build sentences correctly and in a logical sequence.

2) *Sufficient*: motives for communication are situational; lack of participation in communication, has knowledge of polite formulas of establishing contact. Grammatical and phonetic structures are monotonous. There are some difficulties in constructing monologue and dialogue. The presence of elements of creative imagination, fantasy, prediction.

3) *Low*: motives for communication are not formed, a child feels problems with interaction, uses inappropriate speech, uses nonverbal means of communication and is not able to understand them from others; low language characteristics (poor vocabulary, meaningless speech, grammatical incorrectness); recurring phrase construction, lack of creative narration.

To eliminate the problems of the formation of communicative competence in children of upper kindergarten age, the conditions necessary for successful formation of the above mentioned competence were elaborated:

1) the child's understanding of the game as a creative activity, independent of the instructions of an adult;

2) active pedagogical guidance in the process of gaining practical experience of the child;

3) stimulation of active participation and initiative of every child in the process of the formation of role-play game activities and skills;

4) the use of a new, bright, aesthetic game material;

5) the creation of a dynamic game environment.

As a result of this work, the following changes in the formation of communicative competence in percentage terms took place: the number of children with low level decreased from 12% to only 4%. 72% of preschoolers showed a sufficient level of the communicative competence development. Their number increased due to the transition of children from low level. High level was demonstrated by 16% of children.

Conclusions. Game is the main activity of preschoolers and is an important condition for their normal mental and personal development. Role-play games have positive influence on the development of preschoolers' communicative competence formation. It is necessary to create special pedagogical conditions to increase the influence of role-play games on the development of communicative competence in children of upper kindergarten age. The conditions, elaborated in the research, can help to establish the relationship between monological and dialogical speech, facilitate the formation of children's speech skills, increase their motivation for active communication.

The study opens the prospects for further research in the field of the use of role-play games in the process of children's dialogical speech competence formation.

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